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The Why of Student Teaching in Teacher Education

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I

A study of the curriculums for the education of elementary teachers in twenty-five leading teachers colleges reveals that supervised teaching is the only education course offered and required by each of them. Twenty-three of the twenty-five require two or more courses in student teaching; twenty-three of the twenty-five require one or more courses in psychology but under seven or eight different course names. The twenty-five colleges have class "A" ranking in the American Association of Teachers Colleges and most of them are included in the list of the twenty-five highest ranking teachers colleges made by McGinnis.[1] The curriculums of many other colleges were carefully examined but not tabulated; they indicate a like emphasis on student teaching. Why?

In 1933 a questionnaire was sent to the members of the Northern Indiana Superintendents' Club. Fifty-two replies were received from these superintendents and some of their elementary principals, teachers, and supervisors. Twenty-seven cities were represented. Of this number, 57.6 per cent said the course for elementary teacher education should consist of about seventy-five per cent academic and twenty-five per cent education courses. Others would give from ten per cent to ninety per cent of the total preparation of elementary teachers to education courses. These same people ranked the different subjects as follows: (1) education, (2) English, (3) social studies, (4) mathematics, (5) geography, (6) elementary science, and (7) special subjects, including music, art, physical education, industrial arts, and home economics. It will be thus be seen that education courses have high standing with this group. When they ranked the education courses the result was: (1) psychology, (2) principles of teaching, (3) student teaching (including cluding observation and participation), (4) special methods courses in each subject, (5) general methods, and (6) curriculum studies.

Evidently this group does not think quite so well of supervised teaching as do those who make the curriculums of teachers colleges. Why? Do they judge by the way it functions when the teachers work in their schools, or do they base their judgments on their memory of student teaching in the days when they went to college? The number of persons represented is not large, but this ranking of student teaching (third in a total of six courses) by such a group which gives education courses first rank, offers a distinct challenge to a director of student teaching. It is said that the training school is the heart of the teachers college. Are

[1]Howard J. McGinnis, *The State Teachers College President* (Nashville, Tenn.: George Peabody College for Teachers, 1932).

the teachers colleges making it so? If not, why not?

II

Student teaching takes much time; like all other laboratory courses it is expensive. To justify this expenditure of time and money the results must be proportionately great. A clear statement of goals to be reached or the part to be played by student teaching in teacher education becomes, therefore, necessary. These goals may be stated in general terms or in much detail. Both plans are used in the 1934 *Year Book of the Supervisors of Student Teaching*. For that reason it may be difficult to determine the emphasis put on objectives by the various colleges. John Dewey has said that the function of the training school is to help the pupil-teacher to become a thoughtful and alert student of education, rather than to help him get immediate proficiency.

The "thoughtful and alert student" of any subject sets very definite problems for himself. By solving these problems he expects to get information and skill which will become the working tools in solving other problems of greater or lesser importance. In this college student teaching is not based upon the Dewey philosophy alone, nor upon that of any other individual or school; the directors try to have their work dominated by *progressive* ideas. They are quite willing to "let the dead past bury its dead." Justice Oliver W. Holmes said in a radio talk that this would be a better saying if the past ever died. Teacher education has, predominantly, *faced* the *past* with a little look at the present. The directors' philosophy leads them to *face* the *future* unafraid to see and to use what the past has of value in solving present and future problems.

The student teacher must have the opportunity to: (1) meet and solve some of the problems that will confront him in his regular teaching service; (2) learn that teaching is, likewise, giving the child an opportunity to develop through well selected and well directed activities; (3) grow in ability to help himself. The business of student teaching courses is, at least in part, to provide the experiences through which those that take the courses may acquire or develop: (1) the personal and teaching traits that make for success; (2) a proper professional attitude; (3) knowledge of and skill in effective management; (4) adequate preparation; (5) a knowledge and appreciation of and a skill in the performance of the specific activities he will have to use when he enters the teaching service; and (6) a knowledge of and an ability in the evaluation of pupil results.

A much more detailed statement is given in the supervisory sheet used by the Indiana State Teachers College. Any one familiar with teacher education knows that the list is far from complete. Charters and Waples and *The Commonwealth Teacher Training Study* list nearly five hundred personal traits and more than one thousand teaching activities. Very few, if any, teachers of long experience have mastered *all* the problems suggested. The directors and supervising teachers at Indiana State Teachers College make an earnest effort to help students provide experiences through which they may become conscious of their teaching problems and make some headway in the solution of them. The traits listed on the supervisory sheet used at Indiana State Teachers College are given at the end of this paper to illustrate some of the traits and qualities that are deemed very important. Other colleges state these desirable teaching goals in various ways. No one expects student teachers to solve all the problems nor to become skillful teachers in six months. It may be hoped that they have been started on a happy, prosperous quest which, for many of them, may last a lifetime.

Such teachers will not see teaching as a mere lesson learning, lesson repeating process. They will undertake teaching not as it has been and is but as it is and might be. They will not attempt to create a new world by indoctrination, but will realize that it is their privilege to help prepare intelligent men and women who are to make the better social order. Too largely we have educated *for* a system, not to help *make* a system. In summarizing a talk on the world as it is and might be, Mary Beard said: "Mankind always hovers on the abyss between the past and the future. So it does today. The past we have always with us. But the future is always ahead

of us."[2] Our philosophy of education and student teaching might be stated in two words—eyes front.

III

In the accomplishment of these objectives many factors are involved, such as the ability, adaptability, and preparation of the student; thoroughly competent supervising teachers; well directed administration and supervision. Effective supervision of student teaching is fostered by a well-planned administrative set-up or organization. That does not mean that there is any one best set-up for all institutions at all times and in all places. It does mean that each college must find and use a good, workable organization for a period of time, and keep improving it and adapting it to changing needs. If it is permissable to mix metaphors, it may be said that while the ultimate goal is essentially the same, the numbers of excellent paved roads leading more or less directly thereto may be and *should* be numerous.

The administrative set up at Indiana State Teachers College is a comparatively simple one. Student teaching is directed through the education department, but is being more and more closely correlated with all other departments. Three directors give full time to the administration and supervision of the work of about five hundred different student teachers in the course of a year. The greater number enroll for two quarters of work so that the total number of courses is approximately nine hundred. For the last three years the average quarter enrollment for the three full quarters of the year was 254, with an average of 146 in the summer term. About two-fifths of these students are placed in the campus school and a like number at the Deming school, a city school under contract with the college. Approximately one-fifth of the students are assigned to various city and county schools.

While the college realizes fully the advantages of a wider distribution of student teaching centers, it has found very decided advantages in the larger centers. A few of these are discussed briefly:

(1) The city school under contract is a representative one with grades one to eight. The kindergarten is closed temporarily. There are twenty-one teachers, including those of music, art, industrial arts, home economics, and physical education. Grades five to eight are organized on a subject department plan. The college participates in the selection of the teachers. All have the bachelor's degree and several hold the master's degree. They are chosen not merely because of these degrees, but because their preparation, experience, and personal ualities fit them specifically for this type of work. Each teacher in the school is fully qualified as a supervising teacher.

(2) This school is fully controlled and administered by the city so that students get public school experience. By a definite understanding with the city administration the college is permitted to plan and supervise the work of the school almost as fully as it does that of its own campus school. The authorities here act upon the theory that to be a suitable school for student teachers any school used must at all times be a first class school for children. To this end the city and college cooperate fully.

(3) The large student teaching center is adapted to any type of administration and supervision and especially to that used here. There is little or nothing new about the plan. In this city school the day is divided into three parts, each having two fifty-minute periods. Two students may be assigned to each supervising teacher during each two hour period, making a maximum of six. An extra thirty minute period is provided from 9:40 to 10:10 A. M., which affords ample time for one group of students to return to the college, two miles away, and for a second group to reach the school. Because of the numbers the taxi companies make a rate averaging five cents each way which is a very reasonable transportation cost. With smaller centers and greater distances this cost would be increased materially.

(4) The plan makes it possible to have small groups of six to eighteen students for directed observation at each of the two hour periods. Supervising teachers supply the principal with their schedule of work for several days. From this the director selects the type of work wanted. This is

[2] *Report of the International Congress of Women* (Chicago, July 16-22, 1933), p. 28.

the regular work and not a specially prepared demonstration lesson. Intermediate grade students, or any other selected group, together with one or more directors and the principal of the building observe and occasionally participate in the work of the class. Frequently a series of lessons are observed, illustrating assignment, study, organization, discussion or reports, and tests. When the series is complete a conference is held in which students, principal, directors, and the supervising teacher participate. This might more appropriately be called a seminar. Comparatively few notes are required but students ask questions and discuss the principles involved and the technique employed very freely and intelligently.

Later in the quarter, when students have taken charge of classes, only one-half of the original group may observe at one hour. Since two students are assigned to each teacher, one may teach, in each room at 8 o'clock while those who are free at that hour may observe as described above. The other group is cared for another day at the 9 o'clock hour. The same is true for the 10 and 11 o'clock hours, and the 1 and 2 o'clock hours. At each two hour period one or two teachers have no student teachers. Any student in the building may thus see regular supervising teachers at any time at work. Assignment to a supervising teacher does not mean that a student sees that teacher only. In the course of six months students are enabled to see and participate in work done in all subjects by supervising teachers. Two fourth grade teachers are not included in the department. They can vary their programs at any time to give demonstrations in any desired subject. At the present writing they are teaching writing and spelling before groups of eight or ten students.

May we repeat that these details are given not because they are new, but because they illustrate the advantages of the large student teaching centers. In planning the new campus school the committee had some such plan in mind. It is hoped there to develop much more fully the correlation of courses in principles, special methods, and student teaching. The writer would like to see these become seminar-laboratory courses, in which the teachers of principles and special methods courses, the directors of student teaching, the principal of the school, and groups of student teachers participate. No credit should be given for any of this work until students demonstrate in their second quarter of student teaching that they are qualified to teach. Several experiments are now in progress but it is too early to predict results or to give plans.

It may seem that supervision is over-emphasized. Today supervision in the public schools is in disrepute largely because of its character. If it is true that teachers, through too much teaching, really hinder child learning is it not equally true that through too much supervision teachers in training, as well as those in service, may be hindered rather than helped? To paraphrase Dr. Rugg's statement: "The new student teaching program is organized around the student teacher's intention to learn to teach; the old program is organized around the supervisor's intention to supervise him."[3] This college wishes to train students for a child learning rather than for a teacher teaching activity. The student is given plenty of time to work out his own salvation, especially in the second quarter of his teaching. The supervision is planned for individual students and the teaching centers may be more widely distributed.

LIST OF PERSONAL ATTRIBUTES AND QUALITY OF WORK

Personal: Health; intelligence; voice; appearance, cleanliness, grooming; self control, poise; mental alertness; resourcefulness, progressiveness; considerateness, courtesy, tact; pleasantness, cheerfulness, enthusiasm; forcefulness; adaptability; judgment; moral standards.

Professional Attitude: Toward the school; toward supervisors; toward conferences; toward student teaching; professional ethics; cooperation, loyalty; honesty, dependableness; industry; promptness; efforts to improve.

Management: Time economies; system-

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[3]Harold Rugg and Ann Shumaker, *The Child Centered School*, An Appraisal of the New Education (Yonkers-on-Hudson, N. Y.: World Book Company, 1928), p. 102.

Whither English in Our Schools?

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There are three attitudes toward teaching English expression—it is impossible, it is indispensable, and it is possible but not necessarily indispensable. Some think that the ability to write is a kind of psychomagic: you have it by divine gift or you do not have it, and there's the end of it. "I seriously doubt whether it can be taught" says John Palmer Gavit.[1] Others feel that teaching is, as a rule, everything and that only through skillful instruction can anyone realize his best innate gifts of expression. But doubtless the sanest view is the third, which, though it admits the possibility of untutored geniuses and of educated failures, holds that in general people who have studied English in school are superior to others in both correctness and effectiveness of expression. This view is all the more persuasive when applied to a democratic country like our own, for we hope that broadly equal educational opportunities will bring to light here and there a genius that would otherwise have been unknown, "some mute inglorious Milton."

In handling the problem of English composition, our public schools have progressed and slipped back, have rallied and faltered again. English teachers, like their colleagues in other fields, have frequently cried, "Eureka!" convinced that they had at last found the real secret of teaching their subject. They have often been led astray by various nostrums and panaceas. But, thanks to a few pioneering leaders and to the encouraging guidance of the National Council of Teachers of English, the search for the best, or at least for better, methods has been unremitting.

For some time this pioneering group has manifested dissatisfaction with most of our meticulously contrived devices. Leading teachers of English, recognizing anew that the method should never overshadow the goal, are advocating a somewhat different approach to the teaching of expression.

What are the chief aspects of the new approach? First of all, there must be a clarification of aims. Teachers need to reach some reasonably unanimous conclusions as to what they are trying to do in teaching composition. Professor Dora V. Smith, in a recent and very important monograph entitled *Instruction in English*,[2] reports that her nation-wide investigation reveals a surprising multiplicity of aims. One finding is that many junior high schools are stressing organization of thought and the different forms of writing while many senior high schools are content with drills on fundamentals. The best educational practice strongly favors the reverse order. Professor Smith also furnishes graphs to show that organization of thought, unquestionably among the most profitable ultimate benefits, stands much too far down the list of aims. This is only one of many evidences that our schools are following a bewilderingly diversified set of aims and are often emphasizing those of doubtful importance. The first need, then, is for a clearer view of minimum essentials and for sharper definitions of expected outcomes in teaching English expression.

One hopeful sign that this need is already being widely recognized is the stressing of "grammar for composition"[3] instead of grammar for grammar's sake. Formal, hair-splittingly analytical grammar failed long ago—not as a beneficial ex-

[1]Quoted by Burges Johnson in *Good Writing* (Syracuse, N. Y.: Syracuse University, 1932), p. 69.

[2]U. S. Office of Education, Bulletin 1932, No. 17, Monograph 20, pp. 17-34.

[3]Some recent books brought out in response to the new viewpoint are: Charles Heneshaw Ward, *Grammar for Composition* (Chicago: Scott, Foresman and Company, 1933); Dorothy Dakin, *Mastery of the Sentence* (New York: Harper Brothers, 1932); Janet Ruth Aiken (Mrs.), *New Plan of English Grammar* (New York: Henry Holt and Company, 1933).

ercise in mental gymnastics nor as essential equipment for the philologist, but as an immediate and practical aid to effective expression for those who need English only as a tool.

Another favorable omen is the widely manifested attention to fundamentals. Drill pads and standardized exercises have enjoyed a large vogue during the last three or four years. So strongly, indeed, have teachers been attracted to these objective materials that they have sometimes met economic opposition by devising and, in many cases, standardizing their own exercises. But the pendulum has probably swung too far. So much enthusiasm, commendable in itself, should be embraced with caution, for a fad often proves to be only a wild tangent with a meaningless and unending trajectory.[4] Any observing teacher knows that these much-heralded materials, despite adequate time to prove themselves, have not wrought the miracles claimed for them by their sponsors.

The following recommendations show the trend of authoritative opinion regarding a program for better English expression in our schools:

1. Clarification of aims.
2. Determination of and unwavering emphasis on minimum essentials.[5]
3. Systematic use of standardized tests both for diagnostic purposes and as a hurdles marking steps of achievement.
4. Word study.
5. Correlation with other subjects. (Every teacher should be, in a sense, an English teacher.)
6. Unfailing attention to public speaking, debating, and dramatics.
7. An extensive and exciting program of reading.
8. Creative writing.

II

Literature has also suffered in our schools, though not in the same way that composition has. Teachers have found the former easier to teach—less time-devouring, less nerve-racking, and less exacting in technical accuracy and preparation. At least so they have thought. Unfortunately, they have overlooked the fact that teaching literature well offers problems quite equal to, though different from, those of teaching expression.

What are some of the weaknesses evident in our methods of introducing students to books? First of all, teachers have been too slow in dropping the formal, mechanical ways of their predecessors. Partly because some administrators expect instructors to be actively in charge and orally busy throughout the literature period and partly because many instructors themselves conscientiously hold the same view, the hour is often a stiff recitation of facts in response to questions from the teacher. This method, though it has some merit, has for some time been finding disfavor as a routine procedure.

But, let it be carefully observed, the present disfavor did not develop in a moment. During the last twenty years or so, various methods have been devised to counteract the deadly effect of formalism. Early among these methods was the project, which, with all its alluring forms and variations, became at one time a veritable shibboleth to teachers of literature. It was, however, nothing more than a fad. It illustrated admirably a pedagogical tendency to pursue cure-alls blindly and *ad absurdum*. In this way the media of approach, intended to stimulate interest according to the appropriate level, became time-wasting games in themselves, so that pupils played idly with tawdry toys instead of reading the literature intended for them. Those who made maps of Odysseus' wanderings and models of the Elizabethan stage often learned nothing of the movingly human experiences recorded in Homer and Shakespeare. Taught in this way, many pupils have been found helpless when faced by such a simple problem as arranging in chronological order Helen of Troy, Queen Elizabeth, and Queen Victoria. The project method and its practical cousins have, it is true, found work for idle hands, but have also kept fast closed the doors to the "realms of gold . . . which bards in fealty to Apollo hold."

Another blighting practice still altogeth-

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[4] "Mechanical and Social Drills." *English Journal*, XIX:829-30, December, 1930.

[5] Sophia Camenisch, "A Program of Mechanics in Written Composition." *English Journal*, XXI:618-24, October, 1932.

An Opinion of Science Teaching

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Somewhat recently it has been found that mental growth is a gradual and continuous process, and in accordance with such findings, the curriculum makers for the public schools are advocating, demanding, and formulating a curriculum or a set of curriculums in science which will harmonize with this basic idea.

Accordingly a program of science has been formulated for the elementary school with suggested desirable objectives and a suggested science content by which they believe these aims and purposes may be fulfilled. It is also believed that the science courses of the seventh, eighth, and ninth grades should be considered as an integral part of the program of science instruction for the periods of the elementary and secondary education. Not only are all these things thought to be necessary, but general recommendations are submitted, as well as objectives, general and specific, and certain guiding principles regarding selection of science content in general. Finally, much has been written concerning objectives and content for biology and physical science in the tenth, eleventh, and twelfth grades.

"Life enrichment" is a new statement of the aim of education, and contributory to this aim, the objectives of science teaching should be "the functional understanding of the major generalizations of science and the development of associated scientific attitudes." Whether "life enrichment" adds any more to the aim of education than such phrases as "life more abundantly," "a richer life," "a well-rounded life," and a "a useful life." As a matter of fact it seems that anyone or all of these words and phrases might be used, and it is doubtful if one would give any clearer or a more definite idea of the aim of education than the other.

Much research has been done on many of the teaching problems in the science classroom, such researches as: vocabulary of science textbooks; values of extensive reading; pupil achievement and teacher training; pupil program and pupil classification; visual aids; types of questions; topical method versus the problem method; the unit plan; correcting examination papers; and many others. Perhaps, an equal amount of research work has been done on the teaching problems which arise in the laboratory. Some of these questions relate to laboratory drawings, reporting laboratory exercises, individual versus demonstration method of performing laboratory experiments, laboratory experiments performed in pairs or in groups, and numerous other more or less important questions.

The writer is not unmindful that all these things have a place, perhaps, in the development of science teaching in our public schools; but the question may arise, are these the most important things to receive consideration and emphasis in the development of satisfactory science courses and teaching staffs. One opinion is that all these things, important as they may be, are the tools, are the instruments, are the means and the devices to be placed in the hands of science teachers that they may more readily obtain the objective to be desired in the field of science. If all these researches are to be realized on more fully than they have been in the past, it seems that the general quality and ability of science teachers must be raised. After all, the success or failure of any subject depends largely upon the teacher. The teacher is the mainspring of the subject and far too many teachers are simply weak mainsprings.

Perhaps the greatest artists, writers, scientists, inventors, statesmen, and teachers belong to the so-called class of born geniuses. It may be fortunate or it may be unfortunate that there are not enough teachers who seem to belong to this class to fill our classrooms and laboratories, but the fact remains, there are not enough natural-born teachers. This being true,

the problem devolves upon us of doing the next best thing, namely, the educating of those people with perhaps lesser aptitudes than the so-called great to fill the ranks of science teachers. The writer has the feeling that there is not nearly enough selection among students who are attempting to qualify as teachers of science. This same statement is possibly true for many other fields. Few pupils are turned away or turned into other fields, and about the only method of selection which has been in operation in the past and which is in operation in the present, is—are they able to hold on long enough financially, socially, athletically, scholastically, and otherwise to put in the required time, usually a period of four years and accumulate the necessary credits regardless, in the main, of their quality.

One might say that in reality, there are at least two sorts of college degrees—one to be based upon four years' attendance plus scholarship achievement, and the other to be based simply on four years' attendance plus extra-curriculum activities. Are far too many graduated with the latter type of degree? If there are, then just so long and to the extent this practice continues, we cannot hope to raise the quality of our science teaching in the public schools or any other teaching for that matter. With the finest objectives, with the best known methods, and with a nearly perfect curriculum, science teaching in the public schoolrooms will not bear abundant fruit so long as the above mentioned conditions prevail.

The question may be asked, what do we expect, what do we want and desire in the science teacher? It is the opinion of the writer that most science teachers will have to be "made." To make something implies materials, desirable materials at that, out of which that something is to be made. Every desirable prospective teacher should exhibit and possess, it seems, some scholarship ability, some enthusiasm and initiative, some natural aptitude, some skill, an abundance of personality, and a good character. It would seem advisable for teachers of science, especially in our teachers colleges, to single out, in their own minds at least, those students who seem to possess in part or who may acquire some or all of these characteristics. To this group special attention, advice, suggestions, and consideration might be given. It might be possible to instill in some of these people a little enthusiasm, initiative, skill, and personality. If these characteristics cannot be instilled, it is doubtful if these people are of the science teacher type.

It is perhaps true that, under our present system of mass production of teachers, it is the lesser and the least desirable groups which receive most of our attention, consideration, effort, and sympathy so that they may keep their scholarship above the required minimum. As evidence of this endeavor on the part of many schools so-called warnings or "flunk slips" are mailed out at mid-term to spur this particular group before it is too late. What is done to stimulate the better student on toward an "A" at the mid-term period? In so far as the writer knows nothing. The writer is well aware that scholarship alone, to the exclusion of all other characteristics, is not nearly enough to insure successful teaching. Many failures in the teaching profession have been made by people with a very high grade of scholarship; furthermore, it seems true that no teacher can teach successfully that which he does not know and for which he does not have an adequate background in the given subject matter and related sciences. Certain courses in education are highly desirable and indispensable.

A recent investigation was made of the education of science faculties of some state universities and some state teachers colleges and normal schools. The results of this investigation revealed that approximately twenty-five per cent of the teachers of the teachers college faculties have obtained their doctorates and fourteen per cent were listed among *American Men of Science*, while the universities had more than sixty-two per cent with doctorates and forty-four per cent listed among *American Men of Science*. From these findings some have concluded that many teachers, particularly those in teachers colleges, in charge of work are unqualified. This is perhaps a true statement with certain

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Around the Reading Table

MORGAN, JOHN J. B. *Keeping a Sound Mind.* The Macmillan Company, New York, 1934. 440 pp.

The subject of mental hygiene is coming rapidly to the fore as a subject for study in colleges and universities; however, books suitable as texts on the subject have been rather rare. *Keeping a Sound Mind* will, therefore, receive a welcome by all who are interested in the subject of mental health. It is written in simple style and avoids technical terms, but is full of sound wisdom on mental hygiene. Such subjects as fear, mental conflicts the management of one's emotions, crime, social adjustments, and self-confidence are admirably dealt with.

One adverse criticism that might be offered is that some of the most fundamental and troublesome drives in the human being are carefully sidestepped. The subject of sex with all that it implies so far as mental health and illness are concerned is not so much as mentioned. Yet most authorities on mental health place great stress upon the necessity for proper adjustments in this sphere.

Another weakness of the book is that it is in the main individualistic and egocentric in its outlook upon the social structure of our civilization. There is little in the book that suggests the necessity of developing a clear social consciousness as a basis for mental health. In these days when we are attempting to cultivate a social philosophy which places human welfare before profits there is going to be a good deal of mental ill health unless we can square our thinking with this point of view.

Religion as such also finds no place in the program for mental health as outlined in this book.

After each chapter there are many excellent questions which will greatly stimulate the student's thinking and drive home the main issues of the chapter.

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WALLACE, HENRY A. *America Must Choose.* World Affairs Pamphlets, No. 3. Foreign Policy Association, New York, and World Peace Foundation, Boston, 1934. 33 pp.

One of the most stirring articles of present day political thought is that written by Henry A. Wallace, Secretary of Agriculture, entitled *America Must Choose.* It is probably one of the most important documents in the contemporary world.

In this pamphlet of approximately fifteen thousand words, Secretary Wallace takes the backward glance in order to give us a vivid picture of the situation in which the United States now finds itself. Two alternatives confront us. The policy of international economic cooperation on the one hand, or the policy of isolation and self-sufficiency on the other.

Mr. Wallace maintains that if either policy is followed it will lead to chaos. His thesis is that America must have a planned economy and that our basic sources of wealth such as agriculture and industry must have governmental regulation if our type of government is to endure. A planned governmental economy would follow neither of the aforementioned courses, but would follow a middle course. "Somewhere between . . . these extremes lies the proper course," says Mr. Wallace. He points out that we have no signboards to guide us in this pioneer undertaking. He says, "With great spirit, but with no commonly understood destination, we are veering off this way and that as obstacles arise."

The Secretary points out that the world stands appalled by the unnecessary misery and want in the midst of an abundance of food and goods, and unless men catch a larger vision, the vision of hard-driving profits, our democratic institutions will break down.

This article should be read by every American who reaches the senior high school age as well as by every voter who is constantly choosing every time he participates in government. This is our government and the responsibility for its management is ours. Mr. Wallace has paved the way for further constructive thinking.

—C. T. Malan
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ZUTAVERN, A. B. AND A. E. BULLOCK. *Business Principles Everyone Should Know.* Commercial Textbook Company, South Pasadena, California, 1933. 551 pp.

This book has been written in answer to the insistent demand of many educators for a text that can be used in the tenth grade, or above, to aid pupils in acquiring a consumer knowledge of basic principles and practices.

The chapter titles are: Making Your Way in the World; Choosing a Means of Earning a Living; Fundamentals of Business (Practical Economics); What Every Spender of Money Should Know; Frauds and Their Detection; Borrowing and Lend-

ing Money; Ethics or Human Relations; What to Do with Surplus Funds; What Every Buyer of Real Estate Should Know; What Every Buyer of Securities Should Know; Building Your Own Business; Ownership in Business; Risk and Insurance; Management in Business; Budgeting and Accounting; Marketing and Merchandising; Advertising; Buying; Selling; Philosophies of Successful Men.

SCHLEMAN, HELEN B. *Group Golf Instruction.* A. S. Barnes and Company, New York, 1934. 80 pp.

This is primarily a book for women putting forth the advantages of group instruction to introduce the sport to women. It shows that it would be a sport that would interest large groups and would be valuable taught in groups. The book is well illustrated with pictures of groups being instructed and of single photographs showing proper position, etc.

BOWERS, ETHEL M. *Recreation for Girls and Women.* A. S. Barnes and Company, New York, 1934. 425 pp.

Recreation for Girls and Women is a book which has been prepared for the National Recreation Association. Much of the material has been accumulated by the author in her years of experience with work for girls and women in hundreds of cities throughout the United States where she has gone as a field secretary in athletics and recreation for the association. The book almost overwhelms one with its attempt to cover in great detail the entire field of recreational interests. Much stress is placed upon the necessity for a balanced program, and the author makes a real effort to present material from which such program might be readily planned.

Part I deals with activities. In order to assist the person using the book to make wise choices, activities are outlined first according to age level and second according to type. The age groups designated are: (1) babyhood, birth to nine years, (2) the pre-adolescent, nine to twelve, (3) the adolescent, twelve to seventeen, (4) the business and industrial girl, seventeen to thirty, (5) the matron twenty-five years and older. The types studied are physical, creative, social, mental, and service. While by far the greatest amount of attention is given to the physical activities, detailed material is described for each type for each age group. To further assist the recreation worker in need of material, an extensive bibliography is given at the close of each chapter.

Part II deals with methods: methods for organizing a girls' recreation council, methods of leadership, organization and administration of physical activities, and of the non-physical.

The community recreation director, the activity director of the Y. W. C. A., the church recreation worker, and any other leader directly in charge of a program for girls and women will find in the book much valuable material and many suggestions as to how to use the material effectively.

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The Why of Student Teaching in Teacher Education

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atic routine; attention to physical conditions; records and reports; control or discipline.

Preparation: Knowledge of subject matter; ability in special subjects; knowledge of teaching steps; ability to plan work; ability to apply principles; use of illustrative materials; use of English.

Teaching: Definite objectives; appropriate subject matter or activities, assignment—relating to known, cooperation—pupil participation, problem statement, proper directions, adaptation to learning types, adaptation to child needs and abilities, effective motivation, enough time at the right time, pupil understanding of why, what, how; directing pupil activities—providing physical facilities, giving directions and help, developing ability or skill, developing attitudes and appreciations, developing thinking ability, taking care of pupil difficulties, encouraging creative ability, capitalizing on pupils' successes; organization—of subject matter, of activities; recitation (effective use of)—discussion, drill, questioning, oral reports, written reports, expression through, tests.

Pupil Results: Increased interest; achievement; improved habits of self control; desirable social attitudes; ability to evaluate.

An Opinion of Science Teaching

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limitations. Would a person be justified in saying that the teaching in the universities, based upon the foregoing percentages, was about two and one-half times as good as in the teachers colleges? The Ph. D. degree is given largely on scholarship and ability to do research independently. Ability to instruct and personality, which count for so much in successful teaching, are not of primary consideration. One does not mean to detract from the doctorate degree in the least, for I believe a good teacher with only an A. B. degree would, in most cases, be a superior teacher with the Ph. D. On the other hand, a doctorate does not necessarily insure good teaching, for as a matter of fact the quality of the teaching is often very poor. It seems that if we are to know the quality of good teaching done in any institution, we must look deeper than the degree in the printed catalog. Thus, in selecting suitable and qualified teachers for our public school system, a major and a degree in a given subject are not enough.

In Part I of the *Thirty-First Year Book of the National Society for the Study of Education*, there may be found certain suggested minimum required courses for teachers of the different grade groups, elementary, junior high school, and senior high school. All of this is very commendable indeed, but if practically all pupils who knock at the door of science teaching are to be admitted and pushed or dragged or pulled through by the instructors along with those good students who make their own way, it will accomplish but little. Good maple syrup is made by boiling down dilute sugar water. Better teachers in science might be obtained if some boiling down were done.

In conclusion, we may have objectives, principles, methods, devices, curriculums, apparatus, rooms, etc.; we may measure the intelligence of pupils, group them as we think they should be; we may change botany and zoology to biology, nature study to elementary science, and introduce general science which is largely physical, and do a hundred or more other things; but only to the extent that a better group of teachers is selected will the fullest benefits of these changes be realized in the actual teaching of science.

Whither English in Our Schools?

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er too prevalent is the reading and many times, the group study of a selected list of classics. By what curious quirk of reasoning any educator can fix upon a certain poem or essay or novel or drama as absolutely essential to every child's educational salvation is so easy a question that one wonders at the apathy that suffers the notion to persist. The situation is like that described in the song about the old-time religion. If selections like the "Speech on Conciliation" or "Silas Marner" were good enough for our grandfathers when they were school boys, they are good enough for the present generation of students—not only good enough, but must be prescribed for one and all. Such is the stupid conclusion that we are still allowing to influence our English curriculum. Our leaders have for some time been pleading with us to wake up to the indisputable values of recent trends—free reading, individualized choices, increased student participation in class work, laboratory approach, visual aids, and the like.

The actual solution to this incongruous situation probably lies in finding a balance between the two extremes. After all, our fine-spun pedagogical schemes should not become idols in themselves. Why do we fail to see this? Why do we thus befog our vision? Is it not possible to teach

our students, each on his own level, to read books as we ourselves read them? Surely we need not throw away our classics or neglect literary standards. But neither should we expect all minds to be transported to the plane of good literature in the same time-honored chariots. Let us relax our formalities a little and give at least a fair trial to a free reading program—with more time for it, even the so-called class time if necessary.

The object of this paper is not, however, to condemn existing conditions. Indeed, the present situation is so hopefully progressive, as Professor Smith clearly shows in her national survey already referred to, that the practices herein discredited are, if taken separately, not at all alarming in themselves, but either moribund or passe. Yet let us not deceive ourselves: the roots of stagnation are never quite dead. As English teachers of today we should beget rather than revive, practice tolerance rather than lean on dogmatism, and thereby keep our place in the new school rather than wait for others to supplant us.